

# Grouping Instruction Planning Sheet

**Note:** The rationale for forming these groups is included to explain why students were grouped this way for Tier I small group instruction. There is NOT just one way to group students for reading instruction. It is important to form groups so that students with the greatest needs are in the smallest groups.

Example:

<p><b>Group Members:</b>  Nancy A.  Sam H.  Marcus S.  Carrie D.  Charlie L.</p> <p><b>Instructional Focus:</b>  Phonemic awareness  Phonics (letter-sound correspondences; blending sounds to read words; reading words in decodable texts)  Listening comprehension</p>	<p><b>Rationale:</b>  Based on the data, these five students are Still Developing important beginning reading concepts and skills. They need explicit and systematic instruction in phonemic awareness and letter-sound knowledge to learn how to blend sounds to read words. Because they are just learning to read, comprehension instruction needs to focus on listening comprehension activities during teacher read alouds.</p> <p>Seven other students scored SD (Still Developing) on at least half of the phonemic awareness tasks, but scored D (Developed) on all of the phonics tasks. Because phonemic awareness activities are linked to letters as soon as possible, these students appear to have transferred this knowledge to manipulating letters to read words, and do not need targeted phonemic awareness instruction.</p> <p>Note that Maria was SD (Still Developing) on three of the four phonemic awareness tasks. She was not placed in this group because she scored Developed on all five phonics tasks. She is also more advanced than the other students in the group because she fluently read story 3 (at her independent level).</p>
<p><b>Group Members:</b>  Jose D.                      Jessica M.  David C.                     Kurt P.  Mark R.  Sheila C.</p> <p><b>Instructional Focus:</b>  Applying phonics knowledge (letter-sound correspondences) to blend sounds to read words  Listening comprehension</p>	<p><b>Rationale:</b>  Based on the data, this group of students is having difficulty reading words and first-grade connected text. They would benefit from small group instruction that focuses on building vocabulary, applying phonics knowledge to blend sounds to read words, and lots of practice reading decodable text.</p>
<p><b>Group Members:</b>  Elana K.                     Marcel W.  Maria R.                     Kamiar E.  Chelsey A.                   Bikram L.  Tina P.                        Chris T.</p> <p><b>Instructional Focus:</b>  Vocabulary, fluency, and comprehension</p>	<p><b>Rationale:</b>  Based on the data, this group of students is already reading first-grade connected text at the instructional and independent levels. They would benefit from small group instruction that focuses on developing their vocabulary, building their fluency reading connected text, and improving their comprehension.</p>

### Activity:

*Consider students' strengths and needs. For each group, list student names and the instructional focus on a sticky note. Place the sticky notes in the boxes below. Using sticky notes serves as a reminder that students can easily be regrouped to reflect their progress.*

<p><b>Group Members:</b></p>          <p><b>Instructional Focus:</b></p>	<p><b>Group Members:</b></p>          <p><b>Instructional Focus:</b></p>
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**Date:** \_\_\_\_\_

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